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committee hopes that many times that number will ultimately be required. In order to finance possible future editions the nominal price for the pamphlet of one cent each, 20 cents for 25, and 70 cents a hundred will be charged. Cash must be sent with the order to the chairman of the committee, Professor C. H. Weeler, Iowa City, Iowa.

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“ARGUING WITH BOB”

The bright little pamphlet already mentioned as recently issued by our Publicity Committee represents a father enlightening his son as to the value of the study of the classics, and encouraging him to continue with his Latin. The idea is a happy one in that it brings the father into the discussion of the problem, and it is indeed the interest of the father which should be enlightened and enlisted in this cause, for it is he who ultimately decides the studies which his children are to pursue. We trust that not only every school principal and teacher, but that every father and mother will read and ponder “Arguing with Bob.”

Meanwhile a sermon on the same text has been preached, and the importance of the parents' intelligent participation in the matter of selection of studies has been driven home by Mr. Harry L. Senger in *The School Index*, the official publication of the Cincinnati public-school system. The editorial is apropos of a suggestion that had recently been made to the school board with reference to a farther retrenchment in the program of Greek studies in the Cincinnati high schools. We quote the editorial in full.

Greek is expensive. The number of pupils electing the subject is small. The teachers of Greek receive the maximum salary. Therefore the per capita cost is high.

The suggestion was made that Greek classes be consolidated, so as to save expense. The suggestion was to be expected in view of the School Board's straitened finances.

Nevertheless, the situation seems to have given quite a shock to the community. Members of the Union Board of High Schools deplored the waning interest in Greek. The daily press lamented it; the Times-Star published a regretful editorial on the subject.

Some of the statements made about the matter were false—statements that something else was to be substituted for Greek or that somebody in authority was endeavoring to have the study of Greek abolished. The Superintendent's office is friendly to Greek. Superintendent Condon, in his report to the Union Board, intimated that, in his opinion, there was no equivalent for Greek.

One man will not abolish the study of Greek; nor will ten, nor a thousand. Greek will never be abolished in Cincinnati unless nearly our whole community of over four hundred thousand human beings consents to its abolition. "Well, then," we can imagine some one interrupting us, "let us protest to the Superintendent and the Board, and so avert the calamity which seems about to descend upon us. Let us insure the permanence of Greek through official decrees."

But we cannot legislate Greek into favor. The Superintendent and the Board are endeavoring to carry out the dictates of the people. If the people really want Greek, they will not send to the City Hall committees to protest against the abolition of Greek; they will send to our high schools students determined to elect Greek as one of their studies.

Yet why should anyone learn ancient Greek? No one speaks it. Very few teach it. It is not a money maker. It does not lead directly to any calling except that of Greek teacher.

But it leads somewhere by a direct path. It leads onward and upward to the heights of the intellect and the summits of the soul, where "beauty is truth, truth beauty"; where, in the workshops of thought and imagination a race of youthful Titans with fire stolen from the early gods wrought colossal works for the admiration and despair of the pigmy people of the later world. Truly some few of our youth, those with wonder in their eyes and vision in their souls, are worthy of being taken by the hand through this Hellenic wonderland and told: "Thus did Homer, Aeschylus, Sophocles, Euripides, Aristophanes, Socrates, Plato, Aristotle, Herodotus, Thucydides, Phidias, Pericles and many others whose works you see about you; strive you to do things such as these have done." Greek, to paraphrase the words of G. Stanley Hall, is the rightful heritage of the young; if we deprive them of Greek we are depriving them of their birthright.

After the lapse of two thousand years the Greeks are still supreme in sculpture, in architecture, in lyric and epic song, in the drama, in history, in philosophy. For two thousand years they have governed the thoughts of men. Now the future leaders of the world's thought are flinging the old masters and the old ideals behind them. Before another generation has crossed over into the land of silence, Cincinnati children on the mother's knee will no longer hear the story, which we once thought immortal, of the fall of Troy, and not one of all our boys will be able to say, as Browning said: "My father was a scholar, and knew Greek."

Such is the prospect. May our people try to avert its realization, not by words, but by action. Send us no lamentations over the loss of Greek; *send us your children to restore it*. Send us not many; Greek is not for the many. Send us each year fifty, if you have them, who will be "the choice and master spirits of the age," fifty to link the future with the past, fifty with a strange hunger in their hearts, yet who will prove that man does not live by bread alone, and among the fifty a loftier few who will smile down upon our earthly strife and upon us, "weltering like an Egyptian pitcher of tamed vipers, each struggling to get its head above the others," and who will say, with Carlyle's philosopher, "But I, mein Werther, sit above it all: I am alone with the stars."

Citizens of Cincinnati, the eyes of all antiquity are upon you!